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ORGANISATIONAL DEVELOPMENT
FACILITY

CSC
Republic of the Philippines
CIVIL SERVICE COMMISSION
Para sa taumBAYAN

Competency-Based Recruitment Guidebook

Foreword

Guided by the 2030 vision of becoming Asia's leading center of excellence for Strategic HR and OD and driven by the mission, "Gawing Lingkod Bayani ang Bawat Kawani" (Make every government employee a servant-hero), the Civil Service Commission (CSC), through its partnership with the Philippines-Australia Human Resources and Organisational Development Facility, embarked on a project dubbed as the *Development and Institutionalization of Competency-Based Human Resource Systems (CBHRS) in the Public Sector of the Philippines* in September 2011. The project aimed to integrate competencies in the Human Resource Systems in the CSC first, starting with recruitment. The Commission recognizes the fact that hiring and retaining the best employees will lay the foundation for developing high performing, competent and credible civil servants.

As Jim Collins aptly stated, "*Great vision without great people is irrelevant.*" After all, an organization is only as good as the people it hires and retains. The recruitment process is much like lowering a fishing rod on a lake and looking for the best fish to catch. Catching the right fish takes a while, and you might have to look elsewhere across the lake. Only a particular pool of fishes will be attracted to the bait, and a strategy is needed to select and reel them in. The Competency-Based Recruitment is the strategy. Not only does it narrow down the selection but it also gives the HR practitioners the appropriate tools to select and hire the right people.

This CSC Competency-Based Recruitment Guidebook shares the CSC's experience of integrating competencies in the recruitment process. The Guidebook is a snippet of the CSC's Competency-Based Recruitment, Selection and Placement Process User's Guide. It thus illustrates CSC's recruitment and selection practices and procedures. While unique to the CSC experience, the Guidebook nonetheless aims to be a model in competency-based recruitment, helping agencies develop their own HR practices toward HR excellence.

FRANCISCO T. DUQUE III, MD, Msc
Chairman

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Competency-Based
Recruitment Guidebook

What is Competency-Based Recruitment?

Competency-based (CB) recruitment focuses on the search for candidates that can demonstrate the behaviourally defined characteristics that have been proven to lead to successful/superior performance in the vacant post sought to be filled.

A competency-based recruitment relies on the use of varied assessment tools that determine the behavioural and technical competencies of the candidates. Competencies are defined as observable, measurable and vital knowledge, skills and attitudes which are translations of capabilities deemed essential to organizational success. *(CSC Competency Development Manual)*

A combination of knowledge, skills and attitudes associated with high performance on the job; sometimes includes self-image, social motives, traits, thought patterns, mind-sets, and ways of thinking, feeling and acting; these are characteristics that individuals have and use in appropriate, consistent ways in order to achieve desired performance.

Why CB Recruitment?

1. Competencies serve as objective guide in the assessment of candidates; hence it improves accuracy in assessing candidate's fitness to a particular job.

2. Competency-based recruitment minimizes hiring errors as it helps prevent interviewers and selectors from assessing interviewees on the basis of characteristics that are not relevant to the job or from making hasty decisions.

3. Competency-based recruitment leads to a standardized or structured selection process since the same metrics are used to assess all applicants to the same position.

4. Competency-based recruitment provides clarity for the recruiters and candidates as well about the requirements for the vacant position to be filled.

Step 1. Develop a Competency Framework/Model.

A competency model/framework consists of the following:

1. Competency Table

A competency table provides vital information on the organization's competency requirements. It includes the following:

- *Competency Title/Name* which indicates the competency being described;

- *Competency Definition* which states the broad application of Knowledge Skills and Attributes which the competency captures. It is a description of the competency including the critical few tasks and outcomes required for the competency to be demonstrated;

- *Competency Level/Rubric* approximates the degree of proficiency for specific competencies based on a list of behavioural indicators. It reflects the progression of expertise, with earlier levels providing the foundation on which succeeding levels build on. Thus, a person demonstrating a particular competency at an Advanced level is presumed to have acquired and demonstrated Basic and Intermediate levels as a matter of course.

- *Core Descriptions of the Rubrics* which illustrate the knowledge, skills and abilities required for the specific competency levels and provides work or performance samples that typify each of the levels; and

- *Behavioural Indicators* which are descriptive measures of behaviour that are used to approximate the presence (or absence) of required competencies.

Please see Annex A for a Sample Competency Table.

2. Position Profile

A Position Profile shall be created for each position in the organization which shall contain a listing of the required competencies as well as proficiency levels for said position.

Please see Annex B for a Sample Position Profile.

3. CB Job Description

The CB Job Description describes the general function of the Unit/Section and of the position. It also includes a statement of duties and responsibilities of the position, the reporting relationships, qualification standards and competencies required of the person to successfully perform the job.

Please see Annex C for a Sample Competency-Based Job Description.

4. CB Recruitment Policy

This part of the framework provides the guidelines and procedures in selecting the best qualified and most competent candidate for the vacant position.

Please see Annex D for a Sample Competency-Based Recruitment Policy

Step 2. Prepare an Assessment Plan.

The assessment plan includes the vacancies, the activities, the schedules and the personnel involved. More importantly, it highlights the different competencies to measure and the various strategies to assess these competencies per position.

Step 3. Create Assessment Groups.

In cases when assessment is conducted by the HR Office in collaboration with other offices in the organization, assessment groups like Raters, Interviewers and Background Investigators may be created in addition to the Personnel Selection Board (PSB).

The assessment groups may be composed of:

- Head of the Office and Division or Line Manager of the office where the vacancy exists, and
- Officials and employees who have been trained on behavioural event interviewing and in the conduct of background investigation for recruitment purposes.

Step 4. Identify Sources of Talents.

   Talents may come from inside or outside the organization. Internal candidates for vacant positions may be sourced from top performers, recipients of employee awards or referals from managers and/or supervisors. For external candidates, the HR may consider agencies, both private and public, where best applicants may be possibly sourced. These agencies may be included among areas for posting of vacancies. Moreover, talents may be sourced from job fairs, campus recruitment, and professional associations.

Step 5. Publish/Advertise Vacancies.

To generate a wide base of applicants, vacant positions should be published. Publication may be online (website), in the Bulletin of Vacant Positions in the Government (Central and Regional Offices), posting in at least three conspicuous places in the company premises, during flag raising ceremony announcements, and other modes deemed appropriate and responsive.

The publication should contain the following information:

- Position title, salary grade and equivalent, item number, and place of assignment;

- Qualification standards particularly: education, experience, training and eligibility, and required competencies;

- General description of the functions of the Office and the statement of the duties and responsibilities of the vacant position;

- List of requirements (e.g. Personal Data Sheet, Performance Ratings for the last two (2) rating periods etc.)

Please see Annex E for a Sample Personal Data Sheet.

- Contact information for submission of application (e.g. contact person, office, telephone/fax numbers, email address, etc.)

- Deadline for submission of application; and

- Information on the schedule of the assessment, whenever possible.

Please see Annex F for a Sample Publication.

Step 6. Screen/Shortlist Candidates.

Once a wide base of applicants has been generated, there is a need to screen/shortlist applicants to determine who are qualified to undergo the next assessment phase. Screening assessment methods seek to narrow a pool of job applicants down to a smaller group of job candidates (Phillips & Gully, 2012).

The following steps may be undertaken in screening candidates.

1. Check completeness of requirements and data submitted and evaluate applicants' qualifications against the approved Competency-Based Qualification Standards (required Education, Experience, Training, Eligibility and Competencies).

2. Based on the evaluation made, write a letter to the applicants on the status of their applications and provide information on the next steps to be done.

3. In case of any deficiency, provide/ send reply with advice or instructions to comply.

A sample letter is shown in Annex G.

4. If found qualified, provide information on the schedule of the actual assessment. Prepare profile of applicants to include qualifications such as Education, Training, Experience and Education; performance ratings for the last two (2) rating periods; and other relevant information.

Please see Annex H for Sample Letter Reply to Qualified Applicants and Annex I for Sample Individual Applicant's Profile.

5. If not qualified, the letter should contain the reason for disqualification or non inclusion of an applicant in the assessment.

Please see Annex J - Sample Reply to Not Qualified Applicant

Step 7. Conduct Evaluative Assessment.

After the initial screening, qualified candidates will be subjected to further assessment using evaluative assessment methods to determine the top candidates who will be recommended for possible hiring.

As competencies and performance are the focus of the recruitment and selection process, it is important to assess candidates on the core, organizational, leadership and technical competencies identified in the position profiles.

In order to ensure a more holistic and valid evaluation of candidates, a combination of various strategies may be employed to include Written Examination, Skills Test or Work Sample Test, Behavioural Event Interviews (BEI), Background Investigation (BI) and others.

Assessment Strategies

1. Written Test, Skills Test or Work Sample Test and Personality Test.

The written test is administered to the applicants to determine the person profile vis-à-vis the position profile (the actual competencies vs. the required competencies). The skills test or work sample test, on the other hand, assesses the applicant's technical competencies, while the personality test measures the applicant's behavioural tendencies in different situations.

The assessment of the technical competencies should be conducted in collaboration with the Head of the Office and Division or Line Managers where the vacancy exists. This should consider the functions of the vacant position and the 'critical incidents' or 'commonly occurring situations' that the successful candidate will experience on a day-to-day basis and must be able to master to be considered a good performer.

In the conduct of written tests, it is important to take note of the following:

- Have the same set of raters for all applicants to a vacant position for uniformity of raters' standard.

- Ensure anonymity of examinees/applicants to avoid raters' bias.

- The raters should be given ample time to rate the Written Test papers and A Written Examination Rating Form should be devised for this purpose. *(Please see Annex K for the sample WE Rating Form).*

- Should there be wide disparity in the ratings given and whenever practicable, the raters shall convene to calibrate and come up with a consensus rating.

- Test administrators should ensure clarity of instructions to examinees. For applicants to skills, trades and crafts positions, instructions may be given in the local dialect.

2. Conduct of Behavioral Event Interview (BEI)

BEI is an interview technique that aims to get behaviour-based examples of past performance. It is based on the principle that past behaviour predicts future behaviour. Its primary goal is to collect detailed and complete information about the candidate relative to a specific competency and motivational fit to predict how the candidate will perform in the job. The best way to predict how the candidate will perform in a job is to collect and examine examples on how he or she performed in similar situations in the past.

The BEI style of interview seeks responses using the STAR format: *situation* (S) in which the candidate acted or the *task* (T) the candidate faced, the *actions* (A) the candidate took, and the *results* (R) of these actions.
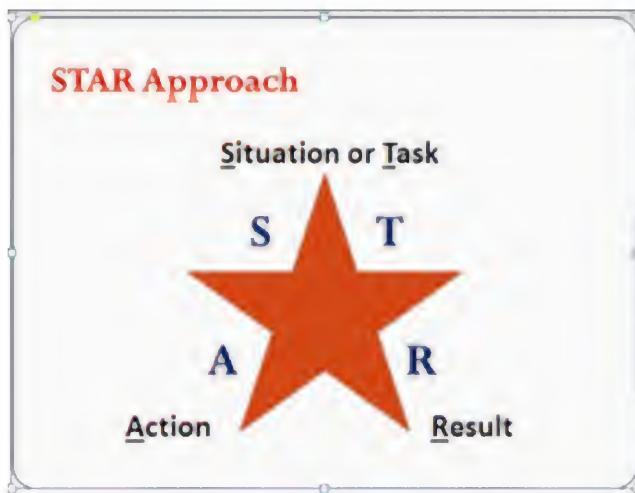
A sample BEI question to elicit behaviours reflective of Delivering Service Excellence is *"Describe a time when you had to ask questions and carefully gather information in order to understand the exact nature of a customer's issue or problem."*

To encourage the interviewee to give a response in the STAR format, follow-up questions such as *"What steps did you take to resolve the issue?"* and *"What was the result?"* shall be asked.

Steps in the conduct of BEI

Step 1. PREPARING FOR THE INTERVIEW

- Review candidate's materials (PDS/Resume and other supporting documents)
- Prepare to conduct the Key Background Review
- Do not seek information already found in the PDS/Resume
- Note for unclear areas for which you need more information (e.g. job experiences; employment gap, educational background and training).
- Prepare the Planned Behavioral Questions.
- Review the competency definitions and key words.
- Modify questions to better fit the candidate's experience.
- Decide if the order of the questions should be changed.
- Develop additional questions, if necessary.
- Estimate the time allotment for each competency to ensure that all required competencies will be covered.

Step 2. OPENING THE INTERVIEW

- Greet the candidate, stating your name, position, and Office you come from.
- Explain the interview's purpose to make sure you and the candidate get the information needed to make good decisions.
- Describe the interview plan.
- Explain that you will take notes throughout the interview
- Make the transition to the Key Background Review.

Step 3. CONDUCTING THE INTERVIEW

- Conduct the key background review
- Proceed with the planned behavioural questions per competency.
- Ask follow-up questions if necessary.

Step 4. CLOSING THE INTERVIEW

- Ask any additional questions you believe will help you clarify and complete your notes.
- Provide information about the position, organization or location and ask if the candidate has any questions.
- Ask the candidate what might prevent him or her from accepting the offer, if one was made.
- End by explaining the next steps in the selection process and thank the candidate for a productive interview.

Tips in the conduct of BEI:

- Prior to the conduct of the interview, the panel of interviewers should discuss and identify the competencies each of them will focus on.

- A guide may be used to ensure uniformity/standard in the conduct of interview by the interviewers. A BEI Rating Form for note-taking and rating the interviewees' responses may also be used.

- After the interview, the panel of interviewers should calibrate and come up with a consensus rating. They should likewise agree on the brief competency narrative report following the Situation, Tasks, Actions and Results (STAR) format to justify the rating given to the applicants.

3. Conduct of Background Investigation (BI)

The background investigation aims to get vital information about the applicant, such as, but not limited to, competencies, performance records and other information that may affect or predict performance. The information shall likewise supplement or validate assessments done on the applicants' competencies.

- The BI may be done either through face-to-face or phone interview or through the use of feedback form.

- A 360-degree assessment should be adopted to include applicant's supervisors, peers, and subordinates, if any, in the current or previous employment.

- For applicants who are fresh graduates or have no employment record, the BI may be conducted in the school from where the applicants graduated. Respondents in the BI will also include the references indicated in the form submitted.

Step 8. Conduct Contingent Assessment.

Once a shortlist of top candidates is established, further assessments may be done to finally determine who will be hired. A job offer will only be made after final determination of a candidates' fitness to work through medical examination.

- The top candidate should be required to submit, within a reasonable period, a medical assessment and certification of fitness to work. In case of fitness, the job offer shall be made.

- Should the top candidate fail the medical assessment or was deemed unfit to work, the next top candidate shall be asked to submit the requirements. He/she shall be offered the position if assessed to be fit to work.

Step 9. Decide on who to appoint.

The Hiring Officer/Appointing Authority shall judiciously decide on appointments based on competency results and in accordance with existing recruitment, selection and placement policies.

Step 10. Onboarding.

HR shall organize an orientation program for new employees which shall include:

- completion of employment-related paper works;
- company profile, organizational structure and work relationships;
- organizational goals and policies;
- conditions of employment;
- code of conduct and company benefits; and
- Job description.

In addition, a focal person or "buddy" should be designated in each office of the organization to orient their new employees and provide support as necessary.

References:

Sulliva, John and Burnett. April 17, 2006. Recruiting Using a Competency-Based Approach. (Online). http://www.ere.net/2006/04/17/recruiting-using-a-competency-based-approach/
Phillips, Jean M. and Gully, Stanley M. Strategic Staffing (2nd Edition). New Jersey: Prentice Hall, Upper Saddle River, 2012.
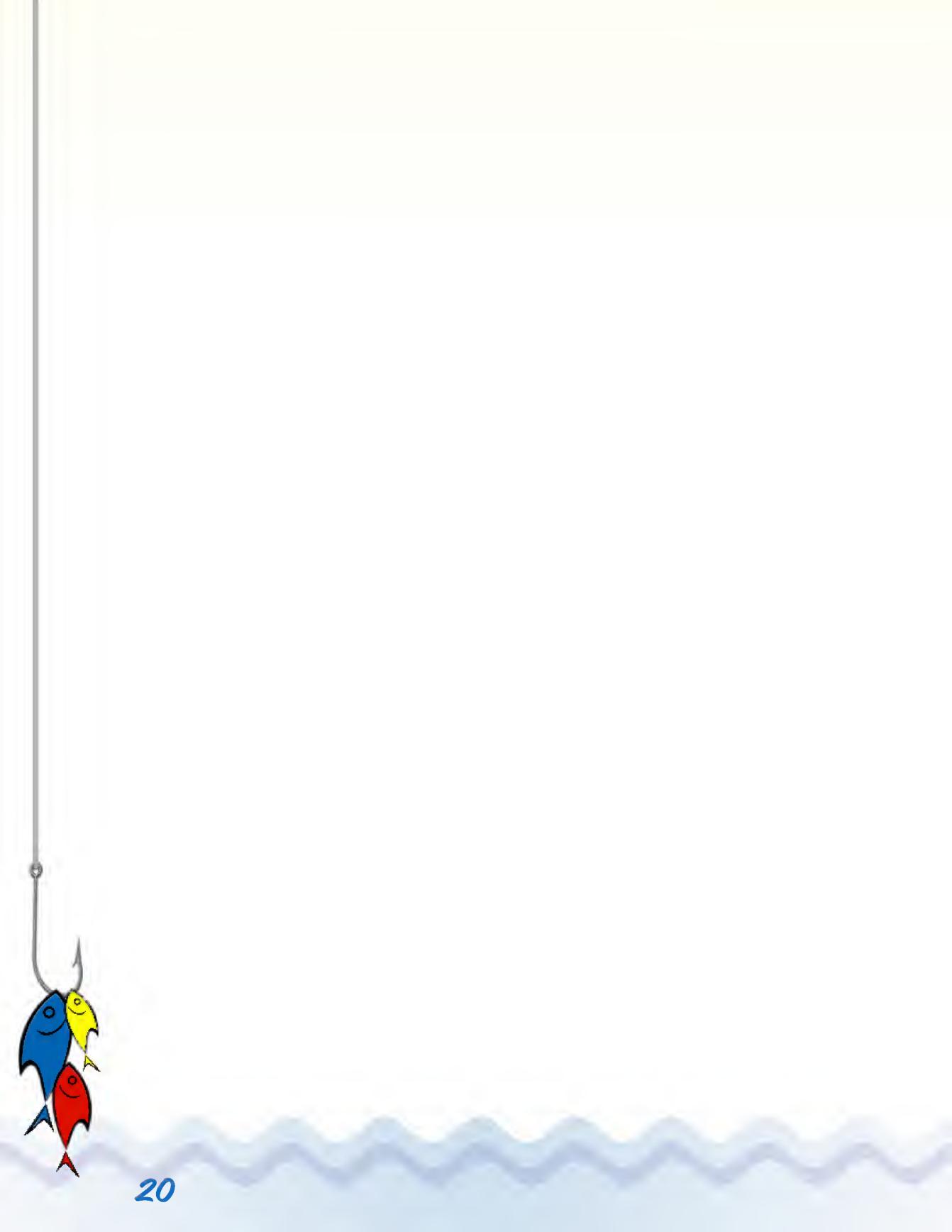
ANNEXES

Annex A - Sample Competency Table

Competency				
Delivering Service Excellence				
Definition				
The ability to provide proactive, responsive, accessible, courteous and effective public service to attain the highest level of customer satisfaction.				
Levels	**BASIC**	**INTERMEDIATE**	**ADVANCED**	**SUPERIOR**
Core Description	Complies with CSCs established standards of delivery or service level agreements and delivers explicit requirements of customers.	Delivers and adds value to customers' standards and requirements.	Anticipates, identifies and manages stakeholders' standards and requirements towards excellent customer service through improving sense of responsibility, intelligence and skills.	Builds and shapes CSC service culture and strategy and provides leadership in service delivery through highest degree of responsibility, intelligence and skills.
Behavioural Indicators	Explains CSCs service standards and basic CSC rules and policies, e.g. recruitment processes, examination administration, administrative discipline and other civil service matters.	Explains CSCs structure and set-up in the delivery of services, and the turn-around time, and standards of services to be delivered by the Unit to customers.	Anticipates and identifies what stakeholders need and value based on knowledge of the CSC Road Map, strategies and scorecard; customer satisfaction survey; latest industry practices and trends; and an in-depth understanding of the parameters and condition of customer service satisfaction.	Consistently exceeds stakeholders' needs and expectations by keeping abreast with local and global best practices in the industry and the condition/situation in the bureaucracy necessary to implement a successful change strategy.
	Provides correct, adequate and prompt information to customers as may be necessary.	Articulates service flow, standards, commitment and pledge that are expected from the Division.	Provides correct, adequate and prompt information to customers as may be necessary.	Provides correct, adequate and prompt information to customers as may be necessary.
	Refers to next-level supervisor all concerns beyond the scope of one's work.	Provides correct, adequate and prompt information to customers as may be necessary.	Anticipates stakeholders needs and responds immediately.	Directs the organizations towards the achievement of the service excellence platform in the entire bureaucracy based on the Road Map.
	Acts as the customers' single point of contact and avoids "passing" customers around unnecessarily.	Provides advice and guidance to subordinates with regard to concerns elevated to their level.	Proactively comes up with solutions to manage stakeholders' expectations.	Consults CSC officials for the institutionalization of a service culture.
	Shows sense of urgency in attending to customer needs and requests by considering commitment to turn-around time.	Takes the extra mile in providing excellent customer service by consistently exceeding expectations established in the service level agreement.	Initiates improvements in service delivery based on stakeholder feedback.	Establishes parameters of authority within the CSC and empowers CSC leaders to manage CSC's culture of service excellence.
	Decides on simple queries/concerns within one's jurisdiction.	Initiates/recommends process improvements based on customers' feedback.	Influence changes in system, practices or policies to attend to a customer's unusual or outside-of-scope needs, cognizant that the requirement does not impact the bureaucracy or organization processes adversely	Offers additional services to customer as a result of analysis, appreciation and understanding of the customer's goals, needs and direction.

CSC POSITION PROFILE

POSITIONS	EI	DSE	SPMD	DPE	SE	WE	CAI	PD	MI	MP	BC	DP	PN	TS	LC	CR
Admin Aide I	1	1	1	1	1	1	1	1	1							
Admin Aide II	1	1	1	1	1	1	1	1	1							
Admin Aide V	1	1	1	1	1		1	1	1							
Admin Aide IV	1	1	1	1	1	1	1	1	1							
Admin Aide VI	1	1	1	1	1	1	1	1	1							
Admin Asst. I to VI	1	1	1	1	1	1	1	1	1							
Sr. Admin Asst. III	1	1	1	1	1	1	1	1	1							
Admin Officer I	1	1	1	1	1	1	1	1	1							
Statistician I	1	1	1	1	1	1	1	1	1							
Security Officer I	1	1	1	1	1	1	1	1	1							
Media Production Specialist I	1	1	1	1	1	1	1	1	2							
Admin Officer II	2	1	1	1	1	1	1	1	2							
Legal Assistant II	2	1	1	2	1	2	1	1	2							
Info Systems Analyst II	2	1	1	2	1	2	1	1	2							
Personnel Specialist I	2	1	1	2	1	2	1	1	2							
Exec Asst I	2	1	1	2	1	2	1	1	2							
Admin Officer III	2	1	1	2	1	2	1	1	2							
Statistician II	2	1	1	2	1	2	1	1	2							
Special Investigator II	2	1	1	2	1	2	1	1	2							
Planning Officer II	2	1	1	2	1	2	1	1	2							
Information Officer II	2	1	1	2	1	2	1	1	2							
Computer Programmer II	2	1	1	2	1	2	1	1	2							
Comp Maint. Techno II	2	1	1	2	1	2	1	1	2							
Admin Officer IV	2	1	1	2	1	2	1	1	2							
Personnel Specialist II	2	2	2	2	2	2	2	1	2							
Engineer II	2	2	2	2	2	2	2	1	2							
Architect II	2	2	2	2	2	2	2	1	2							
Nurse III	2	2	2	2	2	2	2	1	2							
Exec Asst II	2	2	2	2	2	2	2	1	2							
Comp Maint Techno III	2	2	2	2	2	2	2	1	2							
Statitistician III	2	2	2	2	2	2	2	1	2							
Special Investigator III	2	2	2	2	2	2	2	1	2							
Public Relations Officer III	2	2	2	2	2	2	2	1	2							
Planning Officer III	2	2	2	2	2	2	2	1	2							
Information Officer III	2	2	2	2	2	2	2	1	2							
Computer Programmer III	2	2	2	2	2	2	2	1	2							
Admin Officer V	2	2	2	2	2	2	2	1	2							
Accountant III	2	2	2	2	2	2	2	1	2							
Senior PS	2	2	2	2	2	2	2	1	2							
Info Tech Officer I	2	2	2	2	2	2	2	1	2							
Exec Asst III	3	3	3	3	2	2	2	1	2							
Exec Asst IV	3	3	3	3	2	2	2	1	2							
Exec Asst V	3	3	3	3	2	2	2	1	2							
Attorney III	3	3	3	3	3	3	2	1	2							
Attorney IV	3	3	3	3	3	3	2	1	2							
Special Investigator IV	3	3	3	3	3	3	2	1	2							
Special Investigator V	3	3	3	3	3	3	2	1	2							
Supervising PS	3	3	3	3	3	3	3	2						1		
Supervising AO	3	3	3	3	3	3	3	2						1		
Info Tech Officer III	3	3	3	3	3	3	3	2						1		
Engineer IV	3	3	3	3	3	3	3	2						1		
Accountant IV	3	3	3	3	3	3	3	2						1		
Librarian V	3	3	3				3	3		2	1	2	1	2		2
Engineer V	3	3	3				3	3		2	1	2	1	2		2
Chief PS	3	3	3				3	3		2	1	2	1	2		2

CSC POSITION PROFILE

POSITIONS	EI	DSE	SPMD	DPE	SE	WE	CAI	PD	MI	MP	BC	DP	PN	TS	LC	CR
Chief AO	3	3	3				3	3		2	1	2	1	2		2
Chief Accountant	3	3	3				3	3		2	1	2	1	2		2
Exec Asst VI	3	3	3	3	2	2	2	3	2							
Conciliator	3	3	3	3	3	3	2	2					2	2		
Attorney V	3	3	2	3	3	3	2	3					2			
Attorney VI	3	3	3				3	3		2	1	2	2	2		2
Head Exec Asst	3	3	3				2	3		2	1	2	2	2		2
Director II	3	3	3							2	2	2	3	3	2	2
Director III	3	3	3							2	3	2	3	3	2	2
Director IV	3	3	3							3	3	3	3	3	3	3
Asst. Commissioner	4	4	4							4	4	3	4	4	4	3

EI - Exemplifying Integrity
DSE - Delivering Service Excellence
SPMD - Solving Problems and Making Decisions
MP - Managing Performance
BC - Building Commitment
DP - Developing People
PN - Partnering and Networking
TS - Thinking Strategically
LC - Leading Change
CR - Coaching for Results

Annex C - Competency-Based Job Description

		1. POSITION TITLE (as authorized by DBM)
Republic of the Philippines **JOB DESCRIPTION FORM** **BC-CSC Form No. 1** (CSC revised version No. 1 as of April 2012)		
		ADMINISTRATIVE OFFICER I

2. ITEM NUMBER	3. SALARY GRADE
ADOF1-37-2005	**10**

4. FOR LOCAL GOVERNMENT POSITION, ENUMERATE GOVERNMENTAL UNIT AND CLASS

( ) provincial	( ) 1st Class	( ) 5th Class
( ) city	( ) 2nd Class	( ) 6th Class
( ) municipality	( ) 3rd Class	( ) Special
	( ) 4th Class	

5. DEPARTMENT, CORPORATION OR AGENCY/ LOCAL GOVERNMENT	6. BUREAU OR OFFICE
Civil Service Commission	Integrated Records Management Office

7. DEPARTMENT / BRANCH / DIVISION	8. WORKSTATION / PLACE OF WORK
Records Center and Archive Division	Central Office, Quezon City

9. PRES. APPROP ACT	10. PREV. APPROP ACT	11. SALARY AUTHORIZED	12. OTHER
		Php17,255.00 / mo.	ACA/PERA

13. POSITION TITLE OF IMMEDIATE SUPERVISOR	14. POSITION TITLE OF NEXT HIGHER SUPERVISOR
Division Chief	Director III and Director IV

15. POSITION TITLE, AND ITEM OF THOSE DIRECTLY SUPERVISED
(if more than seven (7) list only by their item numbers and titles)

None

16. MACHINE, EQUIPMENT, TOOLS, ETC., USED REGULARLY IN PERFORMANCE OF WORK

1. Computer

17. CONTACTS / CLIENTS / STAKEHOLDERS

17a. Internal	Occasional	Frequent	17b. External	Occasional	Frequent
Executive / Managerial	(x)	( )	General Public	( )	(x)
Supervisors	( )	(x)	Other Agencies	( )	( )
Non-Supervisors	(x)	( )	Others (Please Specify):	( )	( )
Staff	(x)	( )			

18. WORKING CONDITION

Office Work	(x)	Other/s (Please Specify)	( )
Field Work	( )		

19. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE UNIT OR SECTION

Formulates policies and rules on the management of civil service records, and monitors the implementation of these policies at the CSC central and regional level. It serves as repository of the Commission's various non-current/inactive records.

20. BRIEF DESCRIPTION OF THE GENERAL FUNCTION OF THE POSITION (Job Summary)
Responsible for verification/authentication of Civil Service eligibilities by maintaining efficient records as well as providing frontline services to the general public to ensure prompt and accurate information to clients requesting for public information on civil service personnel.

21. QUALIFICATION STANDARDS

21a. Education	21b. Experience	21c. Training	21d. Eligibility
Bachelor's Degree	None required	None required	Career Service (Professional) / Second Level Eligibility

21e. Core Competencies	Competency Level
1. **Exemplifying Integrity** *Acknowledges and respects authority, and demonstrates readiness in accepting and complying with rules.*	1
2. **Delivering Service Excellence** *Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers.*	1
3. **Solving Problems and Making Decisions** *Provides timely solutions to problems and decision dilemmas that have clearcut options and/or choices and whose solutions are available and can be accessed from a database or gleaned from an existing policy or process.*	1

21f. Organizational Competencies	Competency Level
1. **Demonstrating Personal Effectiveness** *Responds effectively to guidelines and feedback on one's performance, well being and learning discipline.*	1
2. **Speaking Effectively** *Effectively delivers messages that simply focus on data, facts or information and requires minimal preparation or can be supported by available communication materials.*	1
3. **Writing Effectively** *Refers to and/or uses existing communication materials or templates to produce own written work.*	1
4. **Championing and Applying Innovation** *Demonstrates an awareness of basic principles of innovation.*	1
5. **Planning and Delivering** *Designs and implements plans focused on one's functional group or area of focus and involving team members from the same group.*	1
6. **Managing Information**	1

Collects, organizes and maintains data.

21g. Leadership Competencies	Competency Level
Not Applicable	

22. STATEMENT OF DUTIES AND RESPONSIBILITIES (Technical Competencies)	Competency Level
22a. Records Management: *Demonstrates basic skills and knowledge in Information Technology. Applies basic understanding and requires assistance to apply technical skills and displays limited knowledge of technologies.*	1

1. Verifies eligibilities and validates identify of the individual using Master Lists (MLs) and Picture Seat Plans (PSPs) to ensure accuracy of information.

2. Authenticates Certificate of Eligibility (COE) by signing on the duplicate or printed copy of certificate as requested by clients.

3. Annotates correction of personal information in the MLs to reflect and ensure accuracy and accountability in public records released by the Commission;

4. Updates record of eligibles upon receipt of amendments by encoding information in the Certificates of Eligibility (COE) information system for easy retrieval of records.

5. Maintains office records by sorting, binding and filing the same for efficient reference, search and retrieval.

6. Prepares transmittal list of communication documents for mailing for records purposes.

7. Provides frontline services by answering queries and request on verification/ certification/authentication of Civil Service eligibilities, personnel records/ CSC issuances and resolutions/SALN and correction of personal information through oral or written communication in accordance with the Anti-Red Tape

22b. Information Technology: *Demonstrates basic skills and knowledge in Information Technology. Applies basic understanding and requires assistance to apply technical skills and displays limited knowledge of technologies.*	1

1. Encodes status of request/queries in the Data Tracking and Management Sysem (DTMS) to facilitate tracking of incoming and outgoing communication like memoranda, letters, reports and transmitted materials.

22c. Performs other related tasks as may be assigned from time to time.

23. ACKNOWLEDGMENT AND ACCEPTANCE:

I have received a copy of this job description. It has been discussed with me and I have freely chosen to comply with the performance and behavior/conduct expectations contained herein.

Employee's Name, Date and Signature	**Supervisor's Name, Date and Signature**

**CSC ENHANCED COMPETENCY-BASED RECRUITMENT AND PROMOTION
POLICIES**
(CSC -ECBRPP)

I. OBJECTIVE

These Policies seek to provide and institutionalize a competency-based recruitment and promotion of talents to positions in the Civil Service Commission (CSC).

II. COVERAGE

The CSC ECBRPP shall cover all positions in the first and second level including the executive and managerial positions such as Directors II, III and IV, Assistant Commissioner and Executive Director IV.

III. DEFINITION OF TERMS

The following terms and phrases, as used in this CBRPP, are hereby defined, described and qualified, for better understanding and appreciation. Some of these terms are already mentioned or used in existing CSC policies and shall remain as defined or described:

1. ***Administrative Support Positions*** are those which perform work requiring competencies to use office tools, and machines and equipment, to file and maintain records and to provide coordination, administrative services and support to executive, managerial, supervisory and even technical staff.

2. ***Assessment*** is a measurement process or method which involves multiple evaluation techniques, including various forms of job-related simulations and may include interviews and psychological tests and other forms of job screening activities.

3. ***Assessment Center*** – Measures job candidates' competencies by putting them through a series of simulations and exercises that reflect the typical challenges of a job they are applying for such as role playing or simulation, in-basket exercises, case studies and leaderless group discussion.

4. ***Behavioral Event Interview*** is an interview technique which is anchored on the principle that past behavior/performance predicts future behavior/performance. Its primary goal is to collect detailed and complete information about the candidate's past accomplishments/experiences that will determine how he/she will perform or what behaviors will he/she manifest and also fail in similar situations in the future.

5. ***Competencies*** are observable, measurable and vital knowledge, skills and attitudes that are translations of capabilities deemed essential for organizational success. Knowledge is the understanding acquired through learning; skills are the

capabilities acquired through practice; and attitudes are beliefs, feelings and values which predispose people to act in certain ways.

The following competencies are critical to the successful performance of functions in the Commission:

5.1 **Core Competencies** relate to the organization's values, mission and strategy. These competencies apply to all officials and employees across Offices.

5.2 **Organizational Competencies** are competencies required from a majority of positions to manage the organization's business operations to achieve its goals/objectives.

5.3 **Leadership Competencies** are competencies that relate to skills needed to perform managerial work and process.

5.4 **Technical Competencies** are competencies that pertain to specific bodies of knowledge and skills required to perform the defined activities in an industry, function or job.

6. **Competency-based Qualification Standard** is a statement of the minimum requirements for a position which shall include education, experience, training and eligibility, plus the required competencies for a position.

7. **Ethics Oriented Personality Test (EOPT)** is an assessment instrument that determines behavioral tendencies and personal profile of an applicant. It operationalizes the five-factor model which organizes personality traits into five broad traits or domains, namely emotional stability, extraversion, openness to experience, agreeableness and conscientiousness.

8. **Executive/Managerial Positions** refer to professional, technical and scientific positions, the functions of which are managerial in character, exercising management over people, resource, and/or policy and exercising functions such as planning, organizing, directing, coordinating, controlling and overseeing the activities of an organization, a unit thereof or a group, requiring some degree of professional, technical or scientific knowledge and experience, application of managerial skills required to carry out basic duties and responsibilities involving leadership, functional guidance and control. These positions require intensive and thorough knowledge of a specialized field.

9. **Group Discussion** is a form of an oral exam which involves the exchange of views and ideas among the applicants grouped altogether to talk about or share insights on an assigned topic or issue.

10. **Mission-Critical Competencies** are the competencies that are essential in the attainment of the Commission targets in the Scorecards.

11. ***Next-in-Rank*** refers to a position which, by reason of the hierarchical arrangement of positions in the Commission, is determined to be in the nearest degree of relationship to a higher position.

12. ***Personnel Selection Board*** is a duly constituted body which shall assist the appointing authority in the judicious and objective recruitment and selection of personnel for appointment in the career service.

13. ***Recruitment and Promotion Policy*** is a statement of guidelines, policies and procedures followed in selecting the best qualified and most competent candidate for the vacant position.

14. ***Supervisory Positions*** refer to professional, technical and scientific positions in the agency which have the responsibility of overseeing the work of an organizational unit charged with a major and specialized activity. For this purpose, a supervisor shall be one who plans, programs, delegates tasks and evaluates performance of employees, monitors work outputs, maintains morale, discipline and teamwork among employees, develops cooperation and ensures a well-coordinated workforce, and coordinates and cooperates with other organizational units within the CSC.

15. ***Talent Sourcing*** is locating qualified individuals and labor markets from which to recruit.

16. ***Technical or Non- Supervisory Positions*** refer to positions that require work with some level of difficulty, requiring moderate to high level degree of analysis, judgment and creativity. These positions require a bachelor's degree and a career service professional or second level eligibility or passing the board/bar examination for positions covered under special laws.

17. ***Work Sample Tests*** require a candidate to perform observable work tasks or job-related behaviors to predict future job success.

IV. BASIC POLICIES AND PROCEDURES

The Office for Human Resource Management and Development (OHRMD) in the Central Office and the Human Resource Division (HRD) in the Regional Office (RO) shall undertake continuous proactive talent sourcing. As such, these units shall actively search for right talent by joining career fairs, campus recruitment, partnering and networking, and other innovative modes of sourcing.

1. On Publication of Vacancies

a) The OHRMD/HRD shall comply with the provisions of Republic Act No. 7041 (RA No. 7041) otherwise referred to as the Publication Law, and other existing policies on publication of vacancies. All positions, except those which are coterminous to the appointing official, shall be published in the Bulletin of Vacant Positions or newspaper of general circulation.

b) Dissemination of vacancies may also be made through:

1. Bulletin Boards of CSC Central and Regional Offices and other agencies or institutions;
2. CSC Website;
3. PhilJobNet;
4. flag raising ceremony announcements; and
5. Other modes deemed appropriate and responsive.

c) The required competency-based Qualification Standards (QS) which include the education, experience, training and eligibility, plus the competencies of the positions shall be indicated in the publication. Other information for publication shall include:

1. *position title, salary grade and salary of the position;*
2. *general description of the functions of the vacancy;*
3. *item number and place of assignment;*
4. *what, when and where to submit; and*
5. *deadline for submission of applications.*

2. *On Receipt and Evaluation of Applications/Candidates*

a) Once a position becomes vacant and upon publication thereof, all interested applicants (external or internal) shall signify their interest in writing to the OHRMD or to the HRD, for the CSCRO, for inclusion in the assessment.

b) For vacancies in the first and second level positions, all qualified next-in-rank employees shall be automatically considered candidates for promotion. However, OHRMD, for a vacant position in the Central Office or HRD of the Regional Office with a vacancy, shall prepare a shortlist of the top 10 next-in-rank candidates per vacant position using as basis, current competency assessment results and latest performance ratings. OHRMD or HRD shall inform these employees of assessment details. These shortlisted next-in-rank candidates shall signify their interest or non-interest to the vacancy by indicating this information and by submitting the form that shall be sent by OHRMD/HRD. Non-submission of this form to OHRMD would mean that the next-in-rank candidate waives his/her right to be included in the assessment.

The shortlisting of qualified applicants by OHRMD and HRD shall not be done for executive and managerial positions starting Director II.

In instances when the performance reports for the last rating period are not yet available, the performance ratings for the previous semesters shall be used in preparing the shortlist. This may happen when the semester has just ended and performance reports have yet to be prepared, or reviewed or deliberated on by the Office Performance Management Team. While the employee will be initially included in the roster of applicants/candidates, the latest performance

ratings, however, shall still be submitted and used in the computation of the applicant's final assessment rating. Should the applicant get a performance rating below *Very Satisfactory*, he/she shall be automatically disqualified for further assessment.

c) The shortlisted qualified next-in-rank and other internal or external applicants who expressed interest to the position shall be considered in the assessment phase.

d) No deliberation by the PSB shall be conducted during the 10-day publication period of the vacant position.

e) To have a pool of potential candidates, the OHRMD/HRD shall continuously receive and initially evaluate applicants who may be considered for assessment for future vacancies.

f) Applicants must be given adequate information about the Commission, the office and division where the vacancy exists and the functions of the position to be filled. A video or powerpoint presentation may be viewed or write-ups on the office, division, and position may be read by the applicants prior to taking the written examination or the conduct of Behavioral Event Interview for them to be certain of their interest in and fitness to the organization.

g) Assessment results are valid for a period of two years, reckoned from the date the PSB signs the assessment results. As such, the results of competency assessment of an applicant for a particular position may be used when this applicant signifies interest to another position. Said applicant shall be assessed on competencies to which he/she has not been assessed.

h) Applicants with pending administrative cases shall not be disqualified from applying for promotion during the pendency of the case. In case there is already an executory judgment against the applicant, he/she may be promoted only after serving the period of suspension or the number of days he/she was fined. Employees who have been given the penalty of demotion shall be disqualified for promotion for one (1) year.

i) No applicant shall be discriminated in the selection process on account of gender, civil status, disability, religion, ethnicity or political affiliation.

j) An employee may apply for a higher position only after having performed the duties and responsibilities of the position he/she currently holds for at least a year provided he/she got a performance rating of at least Very Satisfactory (VS) in the last two rating periods prior to application.

k) Applicants from within CSC or from other government agencies who are applying for the same or comparable positions shall be evaluated based on the existing policies of the Commission, and shall undergo screening if found qualified. This is to ensure that the applicant meets the competencies required of the position.

l) CSC employees who have retired, resigned or transferred to other government offices shall undergo the regular process of assessment to be considered for reemployment in the Commission. This is to ensure that these employees are assessed based on the competencies required of the position.

m) Applicants who are on scholarship, study grant, training (either local or foreign) on bar or board review, on approved leave of absence (to include but not limited to maternity leave, prolonged sick or vacation leave), may file their applications and undergo assessment should they be found qualified.

n) The OHRMD/HRD shall inform applicants of the evaluation results of their applications within three (3) working days from receipt of signed Resolution and appointment to the position.

3. On Performance Ratings

a) Applicants should have obtained a performance rating of at least *Very Satisfactory* (VS) for the last two rating periods preceding the assessment.

b) Applicants who are requesting for transfer to CSC should also have a performance rating of at least *VS* for the last two rating periods preceding the transfer from the former office.

c) Applicants who are on scholarship, study grant, training (either local or foreign), bar or board review, on approved leave of absence (maternity leave, prolonged sick or vacation leave), shall use the performance ratings of the last rating periods before the grant or leave of absence.

4. On Assessment Tools and Methods

a) Assessment forms, tools and procedures for the different positions shall assess competencies, motivational and organizational fitness to ensure a standard measure across applicants and offices.

b) The OHRMD and the HRD shall ensure that assessment tools, methods and procedures are complied with, in accordance with the herein competency-based guidelines.

c) The OHRMD, PSBs and ERPO shall work together and may involve heads of offices in developing assessment tools and establishing databank of test items. The RO PSBs shall adopt the assessment tools and procedures of the CO PSB.

d) The OHRMD/HRD shall administer *competency-based written exams* and the *EOPT* to the applicants. The OHRMD/HRD and a pool of raters that may be established by the Commission, shall check and rate the test papers/answer sheets of applicants for the competency-based written exams. Only those who will get a rating of at least two (2) in all the mission-critical competencies shall

proceed to the next phase of assessment which is the conduct of behavioral event interview.

For skills and trades and crafts positions, work sample test shall be administered to applicants before the written examinations.

e) The OHRMD/HRD and those in the pool of interviewers shall conduct *Behavioral Event Interview* (BEI) to the shortlisted applicants for the rank and file positions. OHRMD/HRD shall submit the assessment results to the CO/RO PSB.

The PSB for Directors II and III or the Commission for the Director IV, Assistant Commissioner and Executive Director IV shall directly interview the applicants for executive and managerial positions.

f) Upon receipt of the assessment report from OHRMD/HRD, the PSB has three options*: one,* it may decide to transmit the assessment results to the Commission or Regional Director should it find the assessment procedures compliant with standards and the assessment results and report in order; *two,* it may conduct another BEI of the top five assessed candidates to further validate competency assessment; *and three,* it may conduct another BEI or other types of assessment should it find the necessity for such.

g) The OHRMD/HRD and a pool of Background Investigators shall conduct the Background Investigation (BI) on the top five assessed candidates for a vacant position This is to elicit additional information and facts from their supervisors, subordinates, peers at work, either through conduct of interviews or responses to a prepared questionnaire or feedback form. For multiple vacancies of same position title, example is five (5) Chief Personnel Specialist positions, about 2 to 3 top assessed candidates per vacancy shall be considered. As such, the top ten (10) candidates shall be subjected to BI.

For applicants with no work experience yet, the BI shall be done on school officials and references provided by the candidates.

h) The Commission or Regional Director shall assess the merits of the PSB's assessment and recommendation and appoint the applicant deemed best qualified to fill the vacancy.

The Commission or Regional Directors shall indicate their first two choices for a vacant position. The first choice candidate shall be required to undergo medical assessment prior to the issuance of appointment. Should the medical assessment results show that the applicant is unfit to work, the next choice of the Commission or the Regional Director shall be required to undergo medical assessment and offered the position if found fit to work as certified by a Physician. For this purpose, the results of medical assessment conducted in less than a year may be used.

The CSC Medical Consultant shall determine the diagnostic tests that may be required for the candidates.

5. On Participation of the Heads of Offices/Division with Vacancies

The Head of Office or division where the vacant position exists shall:

a) Participate in the development of assessment tools and suggest or offer examination questions or test items that may be specific to the office vacancy; and

b) participate in assessment activities i.e. BEI or PSB deliberations   for all positions.

6. On Assessment Forms

The OHRMD/HRD shall prepare the following assessment forms to guide the appointing authority in the judicious selection of applicants. These forms are attached for reference:

a) A *Profile which* contains basic information as follows: education, computation of relevant or supervisory training and experience as required, and eligibility; results of the Ethics Oriented Personality Tests; and other essential information placed under the Remarks Column.

b) The *Background Investigation Form* which focuses on additional information gathered on the applicant's work history (positions held, past and present employer/s, leave, performance and disciplinary records, achievements, etc.) competencies and functional areas, personal and work values, interpersonal relationships, medical history and other information that may affect or forecast performance. The BEI method shall be used to gather these data.

c) *The Individual Competency Assessment and Motivational Report* which includes the position profile, the competency assessment results (WE, Skills Test and BEI scores including the narrative report) and the motivational fitness score of the candidates. The motivational fitness score is not computed in the overall rating but may determine applicant's fitness to the position.

d) *Comparative Assessment Results* which summarizes all information about the applicants including the ratings in the various competencies, the ranks and other relevant information about the applicants.
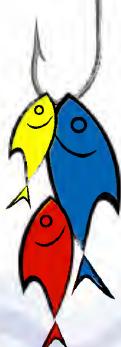
V. SELECTION CRITERIA

1. Pre-Qualifying Criteria

The EETE and the Performance ratings are the basic criteria that will determine whether an applicant will proceed to the actual assessment:

a. The <u>EETE</u> stands for Education, Experience, Training and Eligibility which the applicant must initially meet. Below are the elements to be considered in the evaluation of the EETE:

	Elements
Education	1. Achievement
	2. Relevance
Experience	1. Number of Years

	2. Relevance
	a. For Non-Supervisory: Functional Area
	b. For Supervisory and Executive/Managerial
	   i. Supervisory and Management
	   ii. Functional Area

Training	1. Relevance
	2. Number of Hours
	3. Recency
Eligibility	Licenses/Certifications

a.l Education refers to the formal or non-formal academic, technical or vocational studies that will enable the successful performance of the duties and responsibilities of the position. Degree is a title conferred by a college, university or professional school upon completion of the required minimum credits of study of a particular academic discipline. Course refers to a specialized field of academic study leading to a degree.

On <u>Education,</u> *achievement* refers to the minimum level of education that is required for the successful performance of the position. *Relevance* refers to the appropriate or specific education requirement for the position.

a.2 Experience refers to previous employment or jobs or volunteer work on a full-time basis in either government or private sector, whose duties, are certified by the Human Resource Management Officer or authorized officials of the previous employer.

On <u>Experience,</u> *relevance* refers to the specific experience acquired from previous employment, job or volunteer work on full time basis which have duties and responsibilities that are functionally-related to the duties and responsibilities of the position.

a.3 Training refers to formal or non-formal training courses such as seminars, workshops, and other HR interventions that will enhance one's knowledge, skills, capabilities, and attitudes which shall be supported by certificate issued by either the training facilitator or the organizing body from the government or private sector.

On Training, the *number of hours* of training programs attended that are relevant to the duties and responsibilities of the position is considered. The *relevance* refers to the specific training programs that are functionally related to the duties and responsibilities of the position. The *recency* refers to the length of time from the date the relevant training program was attended to the present, to keep abreast with the latest technology and trends.

a.4 Eligibility refers to the result of passing a merit and fitness examination which may be determined as far as practicable by a competitive examination, or based on highly technical qualifications or other tests of merit and fitness conducted by the CSC or other examinations jointly designed and coordinated by it, or recognized as such by law, like the Professional Regulations Commission (PRC) - conducted board examinations, the Supreme Court (SC) – conducted bar examinations or the Technical Education and Skills Development Authority (TESDA)-conducted crafts and trades examinations.

b) Performance Rating refers to the numerical score/adjectival description of the applicant's accomplishment for the last two rating periods, which should be at least VS, prior to the date of assessment and the date of issuance of appointment.

2. Assessment Criteria

The Assessment Criteria for all levels of positions, either supervisory, technical, administrative support and skills, trades and crafts are as follows:

Criteria	Weight Allocation	Assessment Strategies (to include a combination of the following strategies)
I. Competencies	70%	Written Exams which may include the following: * Competency-Based Written Exam * Technical Knowledge and SkillsTest Work Sample Test Behavioral Event Interview Assessment Center Other assessment strategies that may be deemed appropriate by OHRMD or the Office where the vacancy exists
II. Performance	30%	Performance Review
	100%	

Though not to be rated, the EOPT shall be administered to provide additional basis in determining job fitness of an applicant. Background investigation shall likewise be conducted to supplement or validate competency assessment and motivational fitness of an applicant.

Candidates shall be ranked using the competencies and performance criteria. However, in instances when there are candidates with no performance rating for reason of non-employment or non-existence of performance management system in current employment, a second ranking shall be made using only the competency criteria.

3. Required Competencies

These Policies provide the competencies for every position or group of positions considering the mandate, mission and vision of the CSC, nature of work and functions to be performed. The groups of positions are:

a) executive and managerial
b) supervisory
c) non-supervisory or technical
d) administrative support
e) skills, trades and crafts

The technical competencies consider the functions of the vacant position to be filled and are reflected in the Job Description Form and the Technical Competency Tables. The grouping of positions and the required competencies are shown below:

a) **Executive and Managerial Positions** refer to those positions above Division Chiefs or comparable positions that are categorized under the supervisory group. The executive and managerial positions include the Head Executive Assistant, Directors II, III and IV, Assistant Commissioners and Executive Director IV.

Competencies	Weight Allocation
Core	30%
Exemplifying Integrity	
Solving Problems and Decision Making	
Delivering Service Excellence	
Leadership	40%
Managing Performance	
Developing People	
Building Commitment	
Partnering and Networking	
Thinking Strategically	
Leading Change	
Total	70%

Technical competencies, though not rated, shall be considered in determining qualifications and fitness of an applicant to an executive and managerial position.

b. **Supervisory Positions –** this group includes the following positions:

b.1　Librarian V, Engineer V, Chief Personnel Specialist, Chief Administrative Officer, Chief Accountant, Attorney VI, Executive Assistant VI, and other comparable positions.

Competencies	Weight Allocation
Core	30%
Exemplifying Integrity	
Solving Problems and Decision Making	
Delivering Service Excellence	
Organizational	10%
Championing and Applying Innovation	
Planning and Delivering	
Leadership	15%
Managing Performance	
Building Commitment	
Developing People	
Partnering and Networking	
Thinking Strategically	
Technical (as identified in the JD)	15%
Total	70%

b.2　Supervising Personnel Specialist, Supervising Administrative Officer, Information Technology Officer II, Engineer IV, Accountant IV, Attorney V, and other comparable positions.

Competencies	Weight Allocation
Core	30%
Exemplifying Integrity	
Solving Problems and Decision Making	
Delivering Service Excellence	
Organizational	15%
Demonstrating Personal Effectiveness	
Speaking Effectively	
Writing Effectively	
Championing and Applying Innovation	
Planning and Delivering	
Managing Information	
Leadership	5%
Thinking Strategically	
Technical (as identified in the JD)	20%
Total	70%

c) **Technical or Non-Supervisory Positions** include the positions of Attorney IV, Attorney III, Accountants, Administrative Officers, Personnel Specialists, Personnel Relations Officer, Planning Officers, Information Officers, Records

Officers, Budget Officers, Information Technology Officers and other comparable positions.

Competencies	Weight Allocation
Core	30%
Exemplifying Integrity	
Solving Problems and Decision Making	
Delivering Service Excellence	
Organizational	10%
Demonstrating Personal Effectiveness	
Speaking Effectively	
Writing Effectively	
Championing and Applying Innovation	
Planning and Delivering	
Managing Information	
Technical (as identified in the JD)	30%
Total	70%

d) Administrative Support includes the positions of Administrative Assistants and Administrative Aides except those whose functions require special skills.

Competencies	Weight Allocation
Core	30%
Exemplifying Integrity	
Solving Problems and Decision Making	
Delivering Service Excellence	
Organizational	20%
Demonstrating Personal Effectiveness	
Speaking Effectively	
Writing Effectively	
Championing and Applying Innovation	
Planning and Delivering	
Managing Information	
Technical (as identified in the JD)	20%
Total	70%

e). Skills, Trades and Crafts Positions also include the Administrative Aide and Administrative Assistant positions with working titles as Driver, Carpenter, Painter, Aircon Technician, Gardener, Electrician, and other comparable positions.

Competencies	Weight Allocation
Core	30%
Exemplifying Integrity	
Solving Problems and Decision Making	
Delivering Service Excellence	
Organizational	15%
Demonstrating Personal Effectiveness	
Speaking Effectively	
Championing and Applying Innovation	
Planning and Delivering	
Managing Information	
Technical (as identified in the JD)	25%
Total	70%

VI. SELECTION PROCESS

The competency based recruitment and promotion process is presented in a process flowchart. The phases or steps should be progressively undertaken and successfully passed by the applicants for them to advance or progress to the next phases or steps.

1. Evaluation of Applications/Candidates

As earlier stated in this policy, the OHRMD/HRD shall:

a) Review applicant's Personal Data Sheets (PDS) and/or Resume', performance evaluation reports or ratings, and other employment documents to support job applications. If found qualified, the profiles of applicants are prepared to include EETE and other relevant information.

b) Maintain a Roster of Applicants per position which shall be used in the conduct of further screening. The Roster should contain information that would assist in the evaluation of the applicant.

c) Inform applicants on the status of their application three days after evaluation thereof, as well as instructions on the next steps.

2. Actual Assessment of Applicants

This phase includes the following assessment methods or activities:

a. Evaluation of applicants by the OHRMD/HRD/PSB;

    a.1 Administration of written tests/other appropriate assessment strategies by the OHRMD/HRD;

    a.2 Conduct of the BEI by the OHRMD/HRD/PSBs;

    a.3 Preparation and submission of an Initial Assessment Report to the PSB which includes the summary information about the applicants' scores and ratings earned in the different assessment activities, the Roster of Candidates for further review;

    a.4 Conduct of background investigation on applicants by the OHRMD/HRD/Pool of Investigators;

b. Conduct of further assessment by the PSB, if found necessary, and which shall be participated in by the head of office where vacancy exists;

c. Preparation of Assessment Report by OHRMD/HRD and submission by PSB for the Commission's or Regional Director's final selection.

d. Assessment of candidates for the Central Office positions is done by the OHRMD and the CO-PSB as constituted by the Commission. In the CSC ROs, the assessment of candidates to first and second level positions up to the Division Chief is done by the HRD and the CSC-RO PSB. The assessment done by the CSCRO PSB for candidates to division chief positions (Attorney VI, SG-26 and Chief Personnel Specialist, SG-24) are submitted to the Commission for decision/selection.

3. Selection of Appointees, Issuance of Appointments and Release of Assessment Results

a) Heads of Offices where vacancy exists may recommend their preferred candidate/s from the Roster of applicants.

b) The Commission or the CSC Regional Director shall judiciously decide on appointments based on competency profile and in accordance with existing CS Law and Rules.

c) The Commission/Regional Director shall select the appointees from among the top five ranking candidates who fully meet the competencies assessed. In cases, however, that none of the applicants fully meet all the competencies required of the position, the Commission/Regional Director may select the applicant who meets the mission-critical competencies of the position which are vital in the attainment of the Commission's Scorecards, vision, mission and goals.

d) The Commission issues appointments to all positions in the CSC Central Office including executive and managerial positions such as Director II, Director III, Director IV, Assistant Commissioner and Executive Director IV. The Commission likewise issues appointment to Division Chief positions in the CSC ROs.

e) The CSC Regional Directors issue appointments to positions below division chiefs in the regional offices. All appointments issued by the Regional Directors shall be submitted to OHRMD for attestation.

f) The OHRMD/HRD shall:

- Disseminate information on all appointments issued and approved by the Commission or the CSC Regional Director. This can be done by posting on the bulletin board, announcements during flag raising ceremonies and internal publication.

- Notify applicants about the assessment results including actions taken by the Commission or the CSC Regional Director.

VII. PERSONNEL SELECTION BOARD

1. **Legal Basis**

    Section 9. Rule VI Promotion, of the Rules Implementing Book V of EO 292 provides that *"To ensure objectivity in promotion, a Selection/Promotion Board shall be established in every department or agency which shall be responsible for the adoption of a formal screening procedure and formulation of criteria for the evaluation of candidates for promotion."*

    Item 6 of the CSC Memorandum No. 3, s. 2001 dated January 1, 2001 *(Revised Policies on the Merit Promotion Policy)* likewise provides the establishment and composition of PSB in every agency.

2. **Composition**

    a) In the CSC, (the following officials and employees shall be designated by the authorized Official/Head, and shall compose the CO and RO PSBs for rank and file positions), PSBs shall be created to conduct assessment for the following positions:

    a.1 The Commission Proper   - for applicants to Director IV, Assistant Commissioner and Executive Director IV

    a.2_ Director II and Director III- for applicants to Directors II and III Positions

    a.3 Central Office PSB/ Regional Office PSB – for rank and file positions up to Division Chief level

    b) The composition of the PSBs is as follows:

    b.1. PSB for Directors II and III

    - Chairman – Assistant Commissioner as designated by the Commission
    - Members – Two (2) Directors IV as designated by the Commission

    b.2 . Central Office PSB

    - Chairman – Assistant Commissioner as designated by the Commission
    - Members – Two (2) Officials (Director IV or III as designated by the Commission)
    - Two (2) Representatives of the CSC employees' association, One from the 1st level and another from the 2nd level.

The CSC employees' association shall designate two (2) alternate members, one from the 1st level and one from the 2nd level, who shall participate in the absence of the principal members.

Note: Head of Office or designated representative where vacancy exists shall sit as a member of the PSB.

b.3. Regional PSB

- Chairman – Director III of the Regional Office
- Members – one Director II to represent the Field Offices
- One Chief PS to represent the Divisions
- Two Employee representatives of the CSC employees' association (one 1st level and one 2nd level)

Note: The head of the unit (Office, FO or Division) where the vacancy exists shall sit as a member of the PSB. In case of multiple vacancies of same position titles in different offices in the Commission, the Heads of Office shall participate in the conduct of BEI to applicant/s to their positions. If no preference was given by the applicant, the OHRMD may determine where applicant's qualifications and competencies best fit, and invite the head of the office to participate in the conduct of interview.

The CSC employees' association shall designate two (2) alternate members, one from the 1st level and one from the 2nd level, who shall participate in the absence of the principal members.

c) The 1st level employee representative shall participate in the assessment of candidates for 1st level positions. The 2nd level employee representative shall participate in the assessment of candidates for 2nd level positions. The alternate representatives shall attend in the absence of the principal representatives.

d) The PSB members including alternate representatives for the 1st and 2nd level positions shall undergo orientation and workshop on the selection and promotion process, CSC policies on appointment and the conduct of Behavioral Event Interview.

e) Should the OHRMD/HRD find it necessary to create additional PSBs to fast track filling up of positions, it may recommend to the Commission or Regional Director, the creation of the following PSBs:

   e.1 PSB for Legal Positions
   e.2. PSB for IT Positions
   e.3. PSB for First Level Positions

These PSBs shall be chaired by a Director IV/Director III in the Central Office and a Director II in the Regional Office. The members shall be the following:

- A Division Chief in the Office where the vacancy exists or the highest technical staff in the division where the vacancy exists

- Representatives of the CSC employees' association, one from the first level and another from the second level.

f) The OHRMD shall serve as Secretariat to the Commission Proper, PSB for Directors II/III and Central Office PSB (CO-PSB). The HRD of the CSC Regional Offices shall provide secretariat services to the Regional Office PSB.

3. *Functions*

a) The PSB shall evaluate applicants in accordance with the Enhanced CSC Competency-Based Recruitment and Promotion Policy (ECBRPP).

b) The PSB shall apply the provisions of the CSC ECBRPP fairly and consistently. It shall ensure that the criteria established for evaluation of applicants must suit the job requirements of the position.

c) The PSB shall likewise determine *en banc* the list of candidates from which the appointing authority may choose/select. The PSB shall see to it that the qualifications of candidates recommended for appointment are comparatively at par and that they are the best qualified from among the rest of the candidates.

d) The PSB through the OHRMD/HRD shall maintain records of deliberations which shall be available for inspection and audit by the Commission or Regional Office or duly authorized representatives.

e) To facilitate completion of the assessment process, the PSB shall set internal rules and agree on the regular schedule of its meetings.

f) The PSB may employ the assistance of external or independent resource persons and may initiate innovative schemes in determining the best and most qualified candidate.

Term of Office

Designated Chairman and Members of PSBs including the employee representatives and alternates shall serve for a period of two (2) years.

VIII. REPEALING CLAUSE

These Policies repeal all other existing CSC issuances that are inconsistent herewith.

IX. EFFECTIVITY

The Commission, through the OHRMD, shall continually update or enhance, whenever necessary, the provisions of these Policies and changes thereof shall be disseminated to all Offices for immediate implementation. These enhanced guidelines shall take effect one month after posting in the CSC Website and bulletin boards and the conduct of orientation to CSC officials and employees.

CS FORM 212 (Revised 2005)

PERSONAL DATA SHEET

Print legibly. Mark appropriate boxes ☐ with "✓" and use separate sheet if necessary.

1. CS ID No. _____ (to be filled up by CSC)

I. PERSONAL INFORMATION

2. SURNAME	
FIRST NAME	
MIDDLE NAME	3. NAME EXTENSION (e.g. Jr., Sr.)
4. DATE OF BIRTH (mm/dd/yyyy)	/ /
5. PLACE OF BIRTH	
6. SEX	☐ Male ☐ Female
7. CIVIL STATUS	☐ Single ☐ Widowed ☐ Married ☐ Separated ☐ Annulled ☐ Others, specify _____
8. CITIZENSHIP	
9. HEIGHT (m)	
10. WEIGHT (kg)	
11. BLOOD TYPE	
12. GSIS ID NO.	
13. PAG-IBIG ID NO.	
14. PHILHEALTH NO.	
15. SSS NO.	

16. RESIDENTIAL ADDRESS _____ ZIP CODE _____
17. TELEPHONE NO. _____
18. PERMANENT ADDRESS _____ ZIP CODE _____
19. TELEPHONE NO. _____
20. E-MAIL ADDRESS (if any) _____
21. CELLPHONE NO. (if any) _____
22. AGENCY EMPLOYEE NO. _____
23. TIN _____

II. FAMILY BACKGROUND

24. SPOUSE'S SURNAME		25. NAME OF CHILD (Write full name and list all)	DATE OF BIRTH (mm/dd/yyyy)
FIRST NAME			/ /
MIDDLE NAME			/ /
OCCUPATION			/ /
EMPLOYER/BUS. NAME			/ /
BUSINESS ADDRESS			/ /
TELEPHONE NO.			/ /
(Continue on separate sheet if necessary)			/ /
26. FATHER'S SURNAME			/ /
FIRST NAME			/ /
MIDDLE NAME			/ /
27. MOTHER'S MAIDEN NAME			/ /
SURNAME			/ /
FIRST NAME			/ /
MIDDLE NAME		*(Continue on separate sheet if necessary)*	

III. EDUCATIONAL BACKGROUND

28. LEVEL	NAME OF SCHOOL (Write in full)	DEGREE COURSE (Write in full)	YEAR GRADUATED (if graduated)	HIGHEST GRADE/ LEVEL/ UNITS EARNED (if not graduated)	INCLUSIVE DATES OF ATTENDANCE From	To	SCHOLARSHIP/ ACADEMIC HONORS RECEIVED
ELEMENTARY							
SECONDARY							
VOCATIONAL / TRADE COURSE							
COLLEGE							
GRADUATE STUDIES							

(Continue on separate sheet if necessary)

IV. CIVIL SERVICE ELIGIBILITY

29. CAREER SERVICE/ RA 1080 (BOARD/ BAR) UNDER SPECIAL LAWS/ CES/ CSEE	RATING	DATE OF EXAMINATION / CONFERMENT	PLACE OF EXAMINATION / CONFERMENT	LICENSE (if applicable)	
				NUMBER	DATE OF RELEASE

(Continue on separate sheet if necessary)

V. WORK EXPERIENCE (Include private employment. Start from your current work)

30. INCLUSIVE DATES (mm/dd/yyyy) From	To	POSITION TITLE (Write in full)	DEPARTMENT / AGENCY / OFFICE / COMPANY (Write in full)	MONTHLY SALARY	SALARY GRADE & STEP INCREMENT (Format "00-0")	STATUS OF APPOINTMENT	GOV'T SERVICE (Yes / No)
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(Continue on separate sheet if necessary)

VI. VOLUNTARY WORK OR INVOLVEMENT IN CIVIC / NON-GOVERNMENT / PEOPLE / VOLUNTARY ORGANIZATION'S

31. NAME & ADDRESS OF ORGANIZATION (Write in full)	INCLUSIVE DATES (mm/dd/yyyy)		NUMBER OF HOURS	POSITION / NATURE OF WORK
	From	To		
	/ /	/ /		
	/ /	/ /		
	/ /	/ /		
	/ /	/ /		
	/ /	/ /		

(Continue on separate sheet if necessary)

VII. TRAINING PROGRAMS (Start from the most recent training)

32. TITLE OF SEMINAR/CONFERENCE/WORKSHOP/SHORT COURSES (Write in full)	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		NUMBER OF HOURS	CONDUCTED/ SPONSORED BY (Write in full)
	From	To		
	/ /	/ /		
	/ /	/ /		
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(Continue on separate sheet if necessary)

VIII. OTHER INFORMATION

33. SPECIAL SKILLS / HOBBIES:	34. NON-ACADEMIC DISTINCTIONS / RECOGNITION: (Write in full)	35. MEMBERSHIP IN ASSOCIATION/ORGANIZATION (Write in full)

(Continue on separate sheet if necessary)

36. Are you related by consanguinity or affinity to any of the following :	
a. Within the third degree (for National Government Employees): appointing authority, recommending authority, chief of office/bureau/department or person who has immediate supervision over you in the Office, Bureau or Department where you will be appointed?	☐ YES ☐ NO If YES, give details: _____ _____ _____
b. Within the fourth degree (for Local Government Employees): appointing authority or recommending authority where you will be appointed?	☐ YES ☐ NO If YES, give details: _____ _____ _____
37 a. Have you ever been formally charged?	☐ YES ☐ NO If YES, give details: _____ _____
b. Have you ever been guilty of any administrative offense?	☐ YES ☐ NO If YES, give details: _____ _____
38. Have you ever been convicted of any crime or violation of any law, decree, ordinance or regulation by any court or tribunal?	☐ YES ☐ NO If YES, give details: _____ _____
39. Have you ever been separated from the service in any of the following modes: resignation, retirement, dropped from the rolls, dismissal, termination, end of term, finished contract, AWOL or phased out, in the public or private sector?	☐ YES ☐ NO If YES, give details: _____ _____
40. Have you ever been a candidate in a national or local election (except Barangay election)?	☐ YES ☐ NO If YES, give details: _____ _____
41. Pursuant to: (a) Indigenous People's Act (RA 8371); (b) Magna Carta for Disabled Persons (RA 7277); and (c) Solo Parents Welfare Act of 2000 (RA 8972), please answer the following items:	
a. Are you a member of any indigenous group?	☐ YES ☐ NO If YES, please specify: _____
b. Are you differently abled?	☐ YES ☐ NO If YES, please specify: _____
c. Are you a solo parent?	☐ YES ☐ NO If YES, please specify: _____

42. REFERENCES (Person not related by consanguinity or affinity to applicant / appointee)

NAME	ADDRESS	TEL. NO.

ID picture taken within the last 6 months
3.5 cm. X 4.5 cm
(passport size)

Computer generated or xerox copy of picture is not acceptable

PHOTO

43. I declare under oath that this Personal Data Sheet has been accomplished by me, and is a true, correct and complete statement pursuant to the provisions of pertinent laws, rules and regulations of the Republic of the Philippines.

I also authorize the agency head / authorized representative to verify / validate the contents stated herein. I trust that this information shall remain confidential.

COMMUNITY TAX CERTIFICATE NO.		
ISSUED AT	SIGNATURE (Sign inside the box)	
/ / ISSUED ON (mm/dd/yyyy)	DATE ACCOMPLISHED	RIGHT THUMBMARK
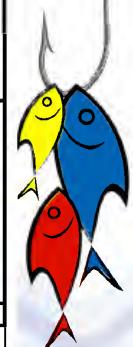
Annex F - Sample Publication

CIVIL SERVICE COMMISSION

Vacancies

February 17, 2014

Office for Human Resource Management and Development

Position/ Office	Salary Grade	Education	Work Experience	Training	Qualification Standards		Required Competencies
					Eligibility		
Supervising Personnel Specialist (Human Resource Policies and Standards Office)	SG 22	Bachelor's Degree	3 years of relevant experience (policy/program development and/or implementation)	16 hours of relevant training (policy research, project management)	Career Service Professional/2nd Level Eligibility		• Exemplifying Integrity *Advanced: Influences others to observe and/or adhere to the policies, rules and other standards set by the Commission.* • Delivering Service Excellence *Advanced: Anticipates, identifies and manages stakeholders' standards and requirements towards excellent customer service.* • Solving Problems and Making Decisions *Advanced: Provides timely solutions to problems and decision dilemmas that do not have clear-cut options and assumptions are partial or minimal and need to be identified.* • Demonstrating Personal Effectiveness *Advanced: Recognizes personal strengths and gaps and seeks guidance or resources in laying out development and/or improvement plans.* • Speaking Effectively *Advanced: Effectively delivers messages that require careful planning for the method used and the possible impact of the message; audience may be a large group, i.e., office, organization.* • Writing Effectively *Advanced: Produces written work from scratch with some guidance while complying to agreed or prescribed standards of communicating within the bureaucracy.* • Championing and Applying Innovation *Advanced: Produces novel, out-of-the-box ideas to improve or replace existing practices and procedures.* • Planning and Delivering *Intermediate: Leads the design and implementation of plans, goals and/or objectives which involve members from other units.* • Thinking Strategically *Basic: Displays awareness and demonstrates support to the vision, mission, values, objectives and purposes of CSC as indicated in the CSC Strategy Map/Road Map/Scorecard.*

Duties and Responsibilities:

1. Formulates and enhances policies and standards on Human Resource Management mechanisms by reviewing existing rules or policies through conduct of focus group discussion, consultation with stakeholders and or document analysis to improve HR processes and practices.

2. Solicits inputs and gathers feedback by presenting and discussing proposed policy resolution to Head of Office or appropriate group of officials or employees to ensure that needs of stakeholders are considered.

3. Replies to queries in the form of letters, opinions, resolution and memoranda by reviewing and analyzing applicable provision/s of Civil Service Law, rules and policies for correct and uniform interpretation.

4. Advises phone-in/walk-in clients by explaining or discussing appropriate provision/s of Civil Service Law, rules and policies relative to their queries for clarification and enlightenment.

5. Disseminates new policies by conducting orientation to stakeholders for their uniform and standard implementation.

6. Assists the Division Chief in the preparation of the Division's Commitment and Review Form by recommending work distribution and scheduling of programs or activities to ensure alignment with the office mandates, priorities and deliverables.

7. Assists the Division Chief in coordinating and monitoring of the operations of the Division by tracking the progress of work/deliverables and reviewing the outputs of the staff to ensure accomplishment of deliverables in accordance with targets and standards.

8. Assists in the identification of developmental needs of the staff by discussing with the Division Chief their performance and recommending appropriate intervention/s to ensure that they meet current and future job roles.

9. Performs other related tasks that may be assigned from time to time.

Administrative Assistant II [Audio Technician] (Office for Financial and Assets Management)	SG 8	Completion of two-years in College or High School graduate with relevant vocational/trade course	1 year of relevant experience	4 hours of relevant training	Career Service (Sub Professional/ First Level Eligibility)

• Exemplifying Integrity
  Basic: Acknowledges and respects authority, and demonstrate4s readiness in accepting and complying with rules.

• Delivering Service Excellence
  Basic: Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers.

• Solving Problems and Making Decisions
  Basic: Provides timely solutions to problems and decision dilemmas that have clearcut options and/or choices and whose solutions are available and can be accessed from a database or gleaned from an existing policy or process.

• Demonstrating Personal Effectiveness
  Basic: Responds effectively to guidelines and feedback on one's performance, well being and learning discipline..

• Speaking Effectively
  Basic: Effectively delivers messages that simply focus on data, facts or information and requires minimal preparation or can be supported by available communication materials.

• Writing Effectively
  Basic: Refers to and/or uses existing communication materials or templates to produce own written work.

• Championing and Applying Innovation
  Basic: Demonstrates an awareness of basic principles of innovation.

• Planning and Delivering
  Basic : Designs and implements plans focused on one's functional group or area of focus and involving team members from the same group.

• Managing Information
  Basic: Collects, organizes and maintains data.

Duties and Responsibilities:

1. Set-up and operates equipment such as microphones, video recorders, projectors, lighting, sound and mixing board, connecting wires and cables, sound and mixing boards, and related electronic equipment for technical support during the conduct of conferences, seminar-workshops and/or meetings.

2. Performs minor repairs and routine cleaning of audio and video equipment for maintenance and early resolve technical problems.

3. Provides security services by escorting officials and employees of requesting Office, as coursed through the supervisor, to ensure the safety of Commission property and personnel.

4. Monitors security guards by checking their attendance and activities to ensure accountability in the performance of their duties.

5. Receives and records incoming documents and delivers outgoing communication in the absence of the personnel in charge of the task to maintain the flow of documents, records and/or communication in the office.

Interested and qualified applicants should signify interest in writing. Attach the following documents to the application letter and send to the address below not later than March 3, 2014. The assessment process will start on March 10, 2014.

Documents :

Send to :

1. Fully accomplished Personal Data Sheet with recent passport-sized picture
   (CS Form 212 Revised 2005) which can be downloaded at www.csc.gov.ph
2. Performance ratings in the last two (2) semesters preceding this publication
3. Photocopy of Civil Service Certificate of Eligibility
4. Photocopy of Transcript of Records.

Director EDITHA M. DELA PEÑA
Office for Human Resource Management and Development
Civil Service Commission, IBP Road
Constitution Hills, 1126 Quezon City

Annex G - Sample Letter Reply to Submit Additional Document/Information

March 10, 2014

Ms. MARY ANN S. PERALTA
Blk 9 Lot 10 Phase 3 Batasan Complex
Diliman, Quezon City

Dear Ms. Peralta ,

We refer to your application for a Personnel Specialist II position in the Civil Service Commission – Central Office, specifically at the Civil Service Institute (CSI).

Based on existing policy, the minimum requirements set, otherwise known as the Qualification Standards (QS) for the Personnel Specialist II position, are as follows :

Education	:	*Bachelor's Degree*
Experience	:	*1 year relevant work experience*
Training	:	*4 hours of relevant training*
Eligibility	:	*CS Profession/2nd Level Eligibility*

Our initial evaluation of the documents you submitted shows that you do not meet the relevant training requirement of the position. In this regard, we cannot favorably act on your application at the moment. However, if you can submit to us proof of trainings you have attended that are relevant to the position you are applying for, we will be happy to reevaluate your qualifications. We will wait for your reply until March 20, 2014.

Thank you for your interest to join the Commission.

Very truly yours,

MA. THERESA M. ADVINCULA
Director IV
Office for Human Resource Management and Development

Annex H - Sample Letter Reply to Qualified Applicant

November 28, 2013

Ms. MARIKIT K. MADLANGBAYAN
98 Dinar Street, CBE Town
Brgy. Pasong Tamo, Quezon City

Dear Ms. Madlangbayan,

This refers to your application for the Planning Officer I position in the Office for Strategy Management of the Civil Service Commission, Central Office.

Our initial evaluation of the documents you submitted shows that you qualify for the position you applied for. In view thereof, please be advised of the following schedule of the written examination for the said position:

>Date   :   **December 5, 2013 (Thursday)**
>
>Time   :   **9:00 a.m.**
>
>Venue: **Bulwagang Serbisyo Sibil (Rooms C and D)**
>2nd Floor, CSC Building
>IBP Road, Brgy. Batasan Hills
>Quezon City

Further, depending on the result of your examination, you may also be subjected to an interview in the afternoon from 2:00 to 6:00 p.m.

Failure to appear on December 5, 2013 for the written exam will mean withdrawal of your job application for the said position.

Very truly yours,

MA. THERESA M. ADVINCULA
Director IV
Office for Human Resource Management and Development

INDIVIDUAL APPLICANT'S PROFILE
CANDIDATE FOR ADMINISTRATIVE OFFICER IV POSITION
as of February 2014

Qualification Standards :

Education : Bachelor's Degree relevant to the job

Experience : 1 year of relevant experience

Training : 4 hours of relevant training

Eligibility : Career Service Professional/Second Level Eligibility

Name, Age, Status, Education and Eligibility	Work Experience	Training Programs Attended		Other Information
ASUNCION, RICHARD P. Male Married 39 yrs old and 6 mos	Administrative Officer III Civil Service Commission September 20, 2001 to present	Basic Occupational Safety and Health Dept. of Labor and Employment October 27 to 29, 2010	30 hrs	**Special Skills/Hobbies:** - PC Troubleshooting, Software Installation - Designing a Wedsite - Networking (setting up internet connection) - Macro medial Flash - Micro computer using word, excel, powerpoint 2010
Education : MBA New Era University	Administrative Officer I Civil Service Commission November 11, 1998 to September 19, 2001	Effective Written Communication Workshop Civil Service Commission November 7-8, 2010	16 hrs	
Bachelor in Accountancy National College of Business and Arts	Clerk III Civil Service Commission March 12, 1996 to November 10, 1998	Seminar on Strengthening Fiscal Responsibility Government Association of CPA November 18-21, 2009	33 hrs	
Eligibility : Career Service Professional		Innovate or Stagnate: A Period of Adjustment in 2007 PAGBA, October 18-22, 2007	24 hrs	
		Orientation Program on Sexual Harassment OPMD, March 28, 2007	8 hrs	

January 20, 2014

Mr. ROGELIO M. DELA ROSA
60 Yen St., CBE Town
Pasong Putik, Quezon City

Dear Mr. Dela Rosa,

This refers to your application for the Chief Personnel Specialist (Chief PS) position in the Civil Service Commission (CSC).

We regret to inform you that based on the evaluation of your qualifications vis-à-vis the qualification standards (QS) for the position, as shown below, you do not meet the education and experience requirements for the position you applied for.

Prescribed QS		Mr. Dela Rosa's Qualifications
Education	Master's Degree	BSC Accounting
Training	24 hours of training in management and supervision	more than 24 hours of training in management and supervision
Experience	4 years in position/s involving management and supervision	3 years 6 months
Eligibility	Career Service Professional/ Second Level Eligibility	Career Service Professional/ Second Level Eligibility

Nonetheless, we thank you for your interest to join the CSC.

Very truly yours,

MA. THERESA M. ADVINCULA
Director IV
Office for Human Resource Management & Development

Annex K - Sample Written Examination Rating Form

WRITTEN EXAMINATION RATING FORM
(for applicants to AO III, AO IV, CMT II, CompProg II, EA I, IO II, ISA II, Legal Asst II,
PS I, PO II, SI II, Statistician II positions)

Answer Sheet No. _____   **Position Applied For:** _____

Rating Scale:
3 - Proficient   - demonstrates 75% to 84% of the behavioral indicators
4 - Very Proficient   - demonstrates 85% to 94% of the behavioral indicators
5 - Shows Strength   - demonstrates 95% to 100% of the behavioral indicators
2 - Minimal Development Needed - demonstrates 50% to 74% of the behavioral indicators
1 - Much Development Needed   - demonstrates less than 50% of the behavioral indicators

COMPETENCIES	Expected Behavioral Indicators	Rating (Please encircle)
Core 1: **Exemplifying Integrity** The ability to exemplify high standards of professional behavior as public servants, adhering to ethical as well as moral principles, values and standards of public office.	Intermediate: **Demonstrates compliance to policies, rules and other standards set by the Commission.** • Identifies and differentiates ethical and moral principles and values from inappropriate, unethical or dishonest behaviors. • Takes responsibility for own actions. • Discusses ethical implications of professional work and recognizes and discusses limits of own ethical knowledge. • Acts as a good steward of all public resources ensuring their efficient and effective use and maintenance. • Refrains from spreading gossip, rumor, and false information. • Takes on a fair share of the work and acknowledges others to whom credit is due. • Demonstrates honesty, even in difficult situations. • Takes independent action to correct situations that are in conflict with professional value.	3 4 5 2 1
Core 2: **Delivering Service Excellence** The ability to provide proactive, responsive,	Basic: **Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers.** • Explains CSC's service standards and basic CSC rules and policies, e.g. recruitment processes, examination administration, administrative discipline and	3

COMPETENCIES	Expected Behavioral Indicators	Rating (Please encircle)
accessible, courteous and effective public service to attain the highest level of customer satisfaction.	other civil service matters. • Provides correct, adequate and prompt information to customers as may be necessary. • Refers to next-level supervisor all concerns beyond the scope of one's work. • Acts as the customers' single point of contact and avoids "passing" customers around unnecessarily. • Shows sense of urgency in attending to customer needs and requests by considering commitment to turn-around time. • Decides on simple queries/concerns within one's jurisdiction.	4 5 2 1
Core 3: **Solving Problems and Making Decisions** The ability to resolve deviations and exercise good judgment by using fact-based analysis and generating and selecting appropriate courses of action to produce positive results.	Basic: **Provides timely solutions to problems and decision dilemmas that have clear-cut options and/or choices and whose solutions are available and can be accessed from a database or gleaned from an existing policy or process.** • Identifies nature and various aspects of a problem and gathers and analyzes information relevant to the problem. • Follows standards and procedures to solve simple problems or arrive at a decision relative to or within one's job. • Effectively distinguishes which problems or issues will require the help or intervention of the immediate superior or appropriate authority. • Follows defined steps or procedures, or uses past experience to gather and analyze information before offering conclusions or making decisions. • Sources for the requisite data or information that will support or confirm accuracy and/or correctness and validity of one's decision.	3 4 5 2 1
Organizational 1: **Demonstrating Personal Effectiveness** The ability to demonstrate and display self-direction or self-motivation as well as engaging in ongoing personal development.	Intermediate: **Recognizes personal strengths and gaps and depends on guidance from authorities or appropriate bodies for direction in addressing them.** • Able to communicate and explain the task and its implications to team or office welfare. • Performs and completes given tasks, providing inputs on how the task will affect and influence team or office dynamics. • Performs assigned tasks, using available tools or processes to keep track of status	3 4 5 2

COMPETENCIES	Expected Behavioral Indicators	Rating (Please encircle)
	and ensure that task completion matches with team or office requirements.	1
	• Demonstrates awareness for need to balance work, family and personal life.	
	• Accepts and participates in the activities or interventions recommended by one's immediate superior, peers or appropriate authorities attendant to one's development opportunities.	
Organizational 2: **Speaking Effectively** The ability to actively listen, understand and respond appropriately when interacting with individuals and groups.	Basic: **Effectively delivers messages that simply focus on data, facts or information and requires minimal preparation or can be supported by available communication materials.**	
	• Effectively listens to and understands instructions and can understand the information needs of self and others.	3
	• Actively participates in discussions and is appropriately assertive in expressing own ideas.	4
		5
	• Knows where and how to get information in order to substantiate or prepare for one's communication agenda.	2
	• Aware of and can use basic communication tools or materials that can be used for giving and receiving information (i.e., coaching or conference room, handouts, lcd projector, laptop, etc.).	1
	• Focus of communication is to relay information and/or data.	
Organizational 3: **Writing Effectively** The ability to write in a clear, concise and coherent manner using different tools to convey information or express ideas effectively.	Intermediate: **Edits existing or customizes available communication materials to produce an appropriate written work.**	
	• Knows and uses appropriate vocabulary, formats, correct order in sentence formation to achieve cohesion in the composition of sentences.	3
	• Understands the advantages and limitations of email and designs written work to capitalize on such advantages and mitigate the limitations.	4
		5
	• Solicits feedback from those able to judge the appropriateness of the written material for a given audience.	2
	• Replies to Queries and prepares Memoranda, Presentations, Position Papers, Talking Points and Reports using templates, references and research tools.	1
Organizational 4: **Championing and**	Basic: **Demonstrates an awareness of basic principles of innovation.**	

COMPETENCIES	Expected Behavioral Indicators	Rating (Please encircle)
Applying Innovation The ability to increase productivity and efficiency at work by applying new ideas and creative solutions to existing processes, methods, and services.	• Recognizes and articulates the processes, methods, and services which need improvement and identifies the gaps and possible improve points of such. • Demonstrates willingness in adapting to new approaches or technology applicable to work practices/systems and can articulate or defend the value of embracing these developments. • Acknowledges and acts on guidance received from others to simplify work processes or procedures compliant to organization standards and policies.	3 4 5 2 1
Organizational 5: **Planning and Delivering** The ability to set priorities and identify scope and allocate resources to meet individual, team or organization targets and objectives.	Basic: **Designs and implements plans focused on one's functional group or area of focus and involving team members from the same group.** • Plans for personal and/or team goals and strategies based on cascaded or given office or division goals and strategies. • Effectively prioritizes, sequences and schedules one's own or division goals and targets based on cascaded goals and strategies of the team. • Effectively implements plans with few or minor snags or is able to control and correct deviations in plans immediately, monitoring and checking progress of the work against proposed timeline and set deliverables using available tools or employing simple methods of control. • Uses simple tools or methods to delineate project tasks, and identifies responsible staff, schedule, resources, and time frame based on project plan.	3 4 5 2 1
Organizational 6: **Managing Information** The ability to organize, process, distribute and manage information in order to support or facilitate the learning and data requirements of CSC.	Intermediate: **Works with data to generate relevant information.** • Knows and can articulate the importance of having accurate, readily available, timely and relevant information. • Compares, recognizes and corrects discrepancies with multiples sets of data to balance records and facts, assessing the accuracy, validity, and integrity of the information. • Evaluates information in a manner free of distortions, personal bias or conflicts of interests using effective information management processes, tools and standards. • Provides information on a timely basis and in a usable form to others who need to act on it, ensuring the availability and accessibility of organizational information resources.	3 4 5 2 1

Rater: _____ Date : _____
(Signature over Printed Name)

Dear Rater,

You may or may not fill out the summary below. Thank you.

Summary

Answer Sheet No. _____

Competencies	Required Proficiency Level	Applicant's Rating
Exemplifying Integrity	Intermediate	
Delivering Service Excellence	Basic	
Solving Problems and Making Decisions	Basic	
Demonstrating Personal Effectiveness	Intermediate	
Speaking Effectively	Basic	
Writing Effectively	Intermediate	
Championing and Applying Innovation	Basic	
Planning and Delivering	Basic	
Managing Information	Intermediate	

BEHAVIORAL EVENT INTERVIEW GUIDE

Important: Please do not write anything on this guide/booklet. You can document your interview using the BEI Rating Form provided for the purpose. Thank you.
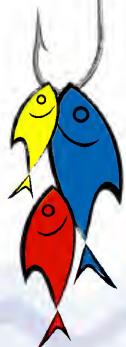
KEY BACKGROUND REVIEW QUESTIONS

EDUCATIONAL BACKGROUND

1. Which subject did you like best? Why?

2. Which subject did you like least? Why?

WORK EXPERIENCE

1. Describe your job.

2. What did you enjoy doing in your job? Why?

TRAININGS

1. What was the most recent training you have attended which you consider relevant to the job you are applying? Why?

2. What learning/skills did you acquire in that training?

INTERVIEW GUIDE QUESTIONS

TARGET COMPETENCY	**DELIVERING SERVICE EXCELLENCE**
DEFINITION	The ability to provide proactive, responsive, accessible, courteous and effective public service to attain the highest level of customer satisfaction.
CORE DESCRIPTION	Basic: **Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers.**
KEY WORDS *(verbs found in every competency description. They tell you the specific behavior that is expected from an individual who manifests or possesses that competency)*	• Explains • Provides • Refers • Acts • Shows sense of urgency • Decides

PLANNED BEHAVIORAL QUESTIONS
1. *Customers can come at inconvenient times. Tell me about a time when this happened to you. How did you respond?* 2. *Sometimes customers have a limited or incorrect understanding of their needs. Tell me about a time when you had this kind of experience with a customer. What steps/approach did you take to educate them? What was the result?* 3. *Describe a time when you had to ask questions and carefully gather information in order to understand the exact nature of a customer's issue or problem. What steps did you take to resolve the issue?*

PROBING QUESTIONS TO FILL-IN MISSING INFORMATION		
For Situation/Task	**For Action**	**For Results**
• Give me a specific example when you... • Tell me about a time when you had... • Describe a situation when...	• What were the steps undertaken... • Describe the specific actions undertaken... • How were you able to achieve the result...	• Cite the results of your actions... • What happened... • What was the result...

Annex M - Sample BEI Rating Form

BEHAVIORAL EVENT INTERVIEW RATING FORM

Name of Interviewee: _____   **Position Applied For:** _____

* Rating Scale:

3 - Proficient	*- demonstrated 75% to 84% of the behavioral indicators*
4 - Very Proficient	*- demonstrated 85% to 94% of the behavioral indicators*
5 - Shows Strength	*- demonstrated 95% to 100% of the behavioral indicators*
2 - Minimal Development Needed	*- demonstrated 50% to 74% of the behavioral indicators*
1 - Much Development Needed	*- demonstrated less than 50% of the behavioral indicators*

COMPETENCIES	Expected Behavioral Indicators	Rating (Please encircle)
Delivering Service Excellence The ability to provide proactive, responsive, accessible, courteous and effective public service to attain the highest level of customer satisfaction.	Basic: **Complies with CSC's established standards of delivery or service level agreements and delivers explicit requirements of customers.**	
	• Explains CSC's service standards and basic CSC rules and policies, e.g. recruitment processes, examination administration, administrative discipline and other civil service matters.	3
		4
	• Provides correct, adequate and prompt information to customers as may be necessary.	5
	• Refers to next-level supervisor all concerns beyond the scope of one's work.	2
	• Acts as the customers' single point of contact and avoids "passing" customers around unnecessarily.	1
	• Shows sense of urgency in attending to customer needs and requests by considering commitment to turn-around time.	
	• Decides on simple queries/concerns within one's jurisdiction.	

DOCUMENTATION/NOTES on DSE		
Situation/s or task/s	Action/s	Result/s

Rater/Interviewer: _____   Date : _____
                    (Signature over Printed Name)

THE EDITORIAL TEAM